**“THEME FOR ENGLISH B” ASSIGNMENT GUIDELINES**

Now that we have read Langston Hughes’ poem “Theme for English B”, we are all going to create our own poems, about ourselves, for English 11. We will have two class periods to work on this, and it is due on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. We will also participate in several parts of the writing process – creating a rough draft, editing it to perfect our language, and publishing/sharing our final product.

Here are the steps you will need to follow in order to successfully complete this assignment:

* Step #1 🡪 read Langston Hughes’ poem “Theme for English B” and fill in the “Developing Your Own ‘Theme for English B’” worksheet. Keep this worksheet when you’re done with it, because you will need to hand it in with your final project.
* Step #2 🡪 copy your poem from the above worksheet onto a piece of lined paper. Now you can start on the editing phase; use a different coloured pen or pencil to review your completed poem so the editing process is visible, and remember to hand this in with your published product. Add the following items to make your writing more vivid, and check them off as you make the changes to be sure you fulfill all of the requirements:
  + Choose 6 “ordinary” words from your poem and replace them with more creative versions of the same word. Use a thesaurus for this task.
  + Include at least 4 different literary devices from your handout throughout your poem. On your good copy, make sure you underline where you’ve done this and write the literary device you are demonstrating below it.
  + Pick an appropriate title that is representative of your poem.
  + Read through your poem to yourself and consider the flow. Does one line transition well into the next? You might want to either break a sentence or line into two separate sentences. Alternatively, it might work better if you combine two lines into one sentence.
* Step #3 🡪 use your edited rough copy to create a good copy of your poem. This can be done by hand or on a computer. Pay extra attention to spelling, neatness, design and additional graphics you might want to add.

On the day your poem is due, we will be sharing our finished products with some of our classmates before handing them in. At the end of class, remember to have your original worksheet, edited draft and final product ready to hand in to your teacher for marking. Hand in these guidelines along with the rubric below, for your teacher to use while marking. Remember to put your name on everything!

The following rubric will be used by your teacher to evaluate your work:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CRITERIA** | **LEVEL R**  **(0-4 MARKS)** | **LEVEL 1**  **(5 MARKS)** | **LEVEL 2**  **(6 MARKS)** | **LEVEL 3**  **(7 MARKS)** | **LEVEL 4**  **(8-10 MARKS)** |
| Use appropriate descriptive and evocative words, phrases, and expressions imaginatively to make their writing clear, vivid, and interesting for their intended audience | Poem is not handed in, or has been handed in but does not make use of any poetic devices from the checklist | Poem uses one or two poetic devices from the checklist, but does not do so effectively | Poem uses two or three poetic devices from the checklist, and does so with some effectiveness | Poem uses most of the poetic devices from the checklist, and uses it with clarity and effectiveness | Poem uses all of the poetic devices from the checklist, and does so effectively |
| Revise drafts to improve the content, organization, clarity, and style of their written work, using a variety of teacher-modeled strategies | An edited draft has not been handed in, or has been handed in but changes have not been clearly marked | Edited draft shows some minor changes, but they have not been clearly marked | Edited draft shows several minor changes, and changes that have been made are clearly marked | Edited draft shows several minor and some major changes, and changes that have been made are clearly marked | Edited draft shows many minor and some major changes, and changes that have been made are clearly marked |
| Produce pieces of published work to meet criteria identified by the teacher, based on the curriculum expectations | A published poem has not been handed in, or has been handed in but is not fully complete | Published poem is not presented neatly or clearly, and is not ready for classroom presentation | Published poem is presented neatly, clearly and is ready for classroom presentation | Published poem is presented neatly, clearly, and creatively, and is ready for classroom presentation | Published poem shows that extra care has been taken to present it neatly, clearly, and creatively, and it is ready for classroom presentation |

**Total: \_\_\_\_\_\_\_\_\_/30**